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| **Course Name**  *Penn Cambria Curriculum* | **Driver Education - Theory** |
| **Length of Course** | 9 weeks (block schedule) |
| **Grade Level** | 10-12 |
| **Prerequisites** | None |
| **Course Description** | This course will provide students with the content and hours necessary for the classroom instruction component of a Pennsylvania standardized driver education program. |
| **Units of Study** | Pennsylvania Laws and Regulations  Vehicle Operations  Perceptual Skill Development  Decision-making/Risk Reduction  Driving Conditions  Influences Upon Driver Performance |
| **Materials** | Text: Pennsylvania Driver’s Manual (PA Department of Motor Vehicles) |

This course curriculum is based on the Pennsylvania Department of Education’s Content and Performance Expectations for Driver Education. In addition, it is also aligned to the following PA Academic Standards for Health, Safety and Physical Education.

10.1.12 B Evaluate factors that impact the body systems and apply protective/preventive strategies.

10.1.12 C Evaluate issues relating to the use/non-use of drugs.

10.3.12 A Assess the personal and legal consequences of unsafe practices in the home, school or   
 community.

Units are interrelated and not necessary sequential.

Research from Penn State University, as part of a PDE Task Force on Driver Education identified the following **14 Essential Driving Skills** that could significantly reduce crashed when learned and executed properly. These skills will be taught and reinforced throughout this curriculum. These skills should also be a critical component of any behind the wheel driver training offered.

1. Judging speed going around a curve
2. Recognizing a stopped vehicle
3. Staying in driving line
4. Starting from a stop
5. Making a left turn into traffic
6. Scanning environment and staying in driving lane
7. Recognizing when to brake
8. Looking before pulling out from driveway or stop sign
9. Judging speed and distance of on-coming traffic
10. Driving at night
11. Driving in the rain
12. Driving in the snow
13. Identifying lights, signs and road markings
14. Selecting a sufficient gap to enter traffic

**Unit: Pennsylvania Laws and Regulations**

**Estimated Time:** 1-2 weeks

**Curricular Objectives:**

* Describe the Pennsylvania non-commercial licensing procedures.
* Identify and explain traffic laws related to safe driving including the following:
  + Traffic controls (signs, signals and pavement markings)
  + Right-Of- Way
  + Speed regulations
  + Pedestrian rights and responsibilities
* Identify and explain laws that relate to responsible use of a vehicle including the following:
  + Vehicle registration
  + Insurance regulations
  + Vehicle / emissions inspection
  + Seat belts
  + Child safety seats
  + Passengers in pickup trucks

**Assessments/ Measurement of Objectives:**

* Objective quizzes and tests
* Class work / activities
* Homework
* Written responses
* Oral responses
* Student demonstrations/presentations

**Suggested Methods of Instruction / Learning Activities:**

* Direct instruction
* Skill based practice (including self-quizzing)
* Scenario responses
* Reading and writing to learn activities
* Student mini-presentations

**Unit: Vehicle Operations**

**Estimated Time:** 1.5-3 weeks

**Curricular Objectives:**

* Identify and describe the pre-trip inspection outside the vehicle.
  + Visual inspection of vehicle (e.g., wheels, body, lights)
  + Visual inspection of surroundings (e.g., front, sides, back)
* Identify and describe the pre-trip preparation inside the vehicle.
  + Car door locks
  + Key in ignition
  + Seating position
  + Mirror settings (enhanced/traditional)
  + Communications controls (e.g., turn signals, high/low beams, flashers)
  + Safety devices (e.g., wipers, seat belt adjustments, head restraint)
  + Comfort/climate controls (e.g., heater, air conditioning, defroster)
  + Hand position on steering wheel
* Identify and assess purpose of modern vehicle technology.
  + Owner’s manual specifications
  + Alert and warning symbols
  + Supplemental occupant restraint systems
  + Antilock Braking System (ABS)
  + Global Positioning System (GPS)
  + Electronic Stabilization Control (ESC)
* Describe and explain the proper application of basic driving skills. *(Numbers below relate to 14 essential driving skills that could significantly reduce crashes when learned and executed properly identified by research study of PA’s driver education programs.)*
  + Staying in driving line #3
  + Starting from a stop #4
  + Accelerating
  + Managing intersections
  + Recognizing when to brake #7
  + Making a left turn into traffic #5
  + Making right turns
  + Driving in reverse
  + Making lane changes (e.g., multiple-lane roadways, merge/exit situations, passing vehicles)
  + Selecting a sufficient gap to enter traffic #14
* Identify post-trip procedures.
  + Securing the vehicle (e.g., place in park, set parking brake, remove keys)
  + Exiting the vehicle (e.g., open door safely, face traffic when exiting, lock doors)

**Assessments/ Measurement of Objectives:**

* Objective quizzes and tests
* Class work / activities
* Homework
* Written responses
* Oral responses
* Student demonstrations/presentations

**Suggested Methods of Instruction / Learning Activities:**

* Direct instruction
* Skill based practice (including self-quizzing and self-monitoring)
* Student demonstrations
* Scenario responses
* Reading and writing to learn activities
* Student mini-presentations

**Unit: Perceptual Skill Development**

**Estimated Time:** 1-2 weeks

**Curricular Objectives:**

* Describe perception as a mental process that is selective and can be improved.
  + Visual functions: focal, useful field of vision, peripheral, depth
  + Projected path of travel
  + Scanning environment and staying in driving lane #6
* Describe visual search categories for identifying risk situations.
  + Restrictions to path of travel
  + Restrictions to sightline
  + Traffic controls
  + Highway characteristics/conditions
  + Other highway users
* Identify traffic situations and develop avoidance strategies. *(Numbers below relate to 14 essential driving skills that could significantly reduce crashes when learned and executed properly identified by research study of PA’s driver education programs.)*
  + Judging speed going around a curve #1
  + Searching for sufficient gap before pulling out from a driveway or stop sign #8
  + Reducing crash potential by adjusting speed, lane position and appropriate communication (e.g., turn signals)
  + Recognizing a stopped vehicle #2
  + Changing speed and/or direction to avoid conflicts with sightline and path of travel restrictions
  + Judging speed and distances of on-coming traffic #9
  + Making correct decisions at intersections by managing time and space
  + Applying basic driving skills to city, rural and expressway driving in various weather and roadway conditions
* Analyze the need for divided visual and mental attention from path of travel to driving tasks, then back to path of travel for brief periods of time.
  + Searching from path of travel to signs, symbols and markings
  + Searching from path of travel for intersection problems
  + Searching from path of travel to new entry lane when turning left or right
  + Searching from path of travel to instrument panel for speed and vehicle information
  + Searching from path of travel to vehicle accessories for appropriate operation

**Assessments/ Measurement of Objectives:**

* Objective quizzes and tests
* Class work / activities
* Homework
* Written responses
* Oral responses
* Student demonstrations/presentations

**Suggested Methods of Instruction / Learning Activities:**

* Direct instruction
* Skill based practice (including self-quizzing and self-monitoring)
* Student demonstrations
* Scenario responses
* Reading and writing to learn activities
* Student mini-presentations

**Unit: Decision-Making / Risk Reduction**

**Estimated Time:** 1.5-3 weeks

**Curricular Objectives:**

* Identify and know a model of decision-making.
  + Stop-Think-Go
  + SIPDE (Search, Identify, Predict, Decide and Execute)
  + SEE (Search, Evaluate, Execute)
* Identify and describe concerns when sharing the roadway.
  + Motorized vehicles
  + Non-motorized vehicles
  + Commercial/large vehicles
  + Pedestrians
  + Animals
* Identify how emotions affect driver decisions.
  + Depression/Sadness
  + Elation
  + Anger
  + Road Rage
  + Fear
* Describe the characteristics of the aggressive driver.
  + High Speed
  + Erratic vehicle movements
  + Gestures
  + Vocal outbursts
* Identify appropriate responses to the aggressive driver.
  + Eye contact avoidance
  + Emotional detachment
  + Speed adjustment
  + Lane adjustment
* Identify driver distractions and the appropriate responses to them.
  + Within vehicle (e.g., passengers and pets, food and drinks, cell phones and other electronics)
  + Outside vehicle (e.g., construction zones, people, accident and emergency vehicles)
* Analyze the consequences of high-risk driver actions and human error.
  + Vehicular crashes
  + Injury or death
  + Civil liability
  + Property damage
  + Financial loss
  + Pennsylvania Point System
  + Fines
  + Loss of license

**Assessments/ Measurement of Objectives:**

* Objective quizzes and tests
* Class work / activities
* Homework
* Written responses
* Oral responses
* Student demonstrations/presentations

**Suggested Methods of Instruction / Learning Activities:**

* Direct instruction
* Skill based practice (including self-quizzing and self-monitoring)
* Scenario responses
* Reading and writing to learn activities
* Student mini-presentations

**Unit: Driving Conditions**

**Estimated Time:** 0.5-1.5 weeks

**Curricular Objectives:**

* Describe hazardous conditions and their effects on vision, motion and steering control tasks while driving. *(Numbers below relate to 14 essential driving skills that could significantly reduce crashes when learned and executed properly identified by research study of PA’s driver education programs.)*
  + Snow #12
  + Rain #11
  + Fog
  + Sleet/ice
  + Hydroplaning
  + Traction loss
* Identify challenges of night driving and appropriate responses to them. #10
  + Reduced visibility
  + Eye fatigue
  + Overdriving headlights
* Identify the dangers of vehicle malfunctions.
  + Warning indicators (e.g., dashboard, smoke, sounds)
  + Failures (e.g., tires, brakes, steering)
  + Stuck accelerator
  + Engine stalls
  + Loss of headlights or forward vision due to vehicle malfunction
* Identify the dangers of sudden emergencies
  + High water
  + Vehicle crossing centerline
  + Vehicle not yielding at intersection
  + Vehicle running off road
  + Traction loss to front tires
  + Traction loss to rear tires

**Assessments/ Measurement of Objectives:**

* Objective quizzes and tests
* Class work / activities
* Homework
* Written responses
* Oral responses
* Student demonstrations/presentations

**Suggested Methods of Instruction / Learning Activities:**

* Direct instruction
* Skill based practice (including self-quizzing and self-monitoring)
* Student demonstrations
* Scenario responses
* Reading and writing to learn activities
* Student mini-presentations

**Unit: Influences Upon Driver Performance**

**Estimated Time:** 1.5-3 weeks

**Curricular Objectives:**

* Know legal aspects of alcohol and other drug use.
  + Just saying “No” to alcoholic beverages and other drugs
  + Terms and meanings associated with drinking and driving
  + Penalties when intoxicated
  + Implied consent
  + Zero tolerance
* Evaluate the factors that influence individuals to use alcohol and other drugs.
  + Advertising
  + Peer pressure
  + Social norms
  + Culture
  + Holidays
* Define and analyze the problem of driving under the influence (DUI).
  + Significance of problem
  + Consequences
  + Solutions
* Identify and analyze the physiological and psychological effects of alcohol on the driver.
  + Process of alcohol entering and exiting from the body
  + How alcohol affects people differently
  + Changes to the central nervous system
* Identify and analyze the physiological and psychological effects of drugs.
  + Types (i.e., over-the-counter, prescription, controlled substances)
  + How drugs affect people differently
  + Changes to the central nervous system
* Identify and analyze how alcohol and other drugs affect driving performances.
  + Impaired judgment and reasoning
  + Visual impairment
  + Slower motor skills
  + Increased response time
  + Loss of reality
* Identify types of fatigue and how to combat their effects.
  + Mental and physical types (e.g., boredom, eye strain, drowsiness)
  + Symptoms (e.g., slowed response time, daydreaming, heavy eyes)
  + Methods to delay fatigue (e.g., exit and walk around the vehicle every two hours, pull over and take a nap, stop for a bathroom/snack break)

**Assessments/ Measurement of Objectives:**

* Objective quizzes and tests
* Class work / activities
* Homework
* Written responses
* Oral responses
* Student demonstrations/presentations

**Suggested Methods of Instruction / Learning Activities:**

* Direct instruction
* Scenario responses
* Reading and writing to learn activities
* Student mini-research and presentations